

**Ninth Grade Writing
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p>9.W.1.1 Students are able to analyze speaker, audience, and purpose when planning, writing, and revising various essays. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • modify tone to fit purpose and audience (for example: descriptive, narrative, expository, and persuasive writing).

Indicator 2: Students are able to use various strategies and techniques to improve writing quality.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>9.W.2.1 Students are able to use language and visuals to enhance characterization, plot development, and reader response. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • select words for their sensory qualities; • compose sentences containing words with negative, neutral, and positive connotations.

Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>9.W.3.1 Students are able to demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • distinguish between clearly written sentences and sentences that contain errors in expression or construction; • understand sentence construction and standard English usage (for example: parallelism, subordination, modifier placement, subject/verb agreement, consistency of verb tense).

**Ninth Grade Writing
Grade Standards, Supporting Skills, and Examples**

Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>9.W.4.1 Students are able to present information and ideas from primary and secondary sources accurately and clearly. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • conduct interviews for a specific purpose; • summarize information from text(s); • document sources accurately; • cite sources using both direct and indirect quotations.

**Ninth Grade Writing
Performance Descriptors**

Advanced	<p>Ninth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • produce and evaluate essays with a variety of speakers, audiences, and purposes; • compose and analyze creative and expository text; • use language and visuals that enhance characterization, plot development, and reader response; • develop essays that demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax; • analyze information and ideas from primary and secondary sources for accuracy and clarity; • use sources that are relevant to support themes when writing.
Proficient	<p>Ninth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • analyze speaker, audience, and purpose when planning, writing, and editing various essays; • compose creative and expository text; • use language and visuals to enhance characterization, plot development, and reader response; • demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax; • present information and ideas from primary and secondary sources accurately and clearly.
Basic	<p>Ninth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • consider speaker, audience, and purpose when planning various essays; • compose creative and expository text; • recognize language and visuals that enhance characterization, plot development, and reader response; • identify proper English usage and grammar, paragraph and sentence structure, diction, and syntax; • locate information and ideas from primary and secondary sources.

**Ninth Grade Listening and Viewing
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p>9.L.1.1 Students are able to determine the effect of verbal cues on a message. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> describe the speaker's use of diction, syntax, tone, rate, pitch, and volume (for example: peer presentations, comedians, great speeches).
(Analysis)	<p>9.L.1.2 Students are able to analyze how non-verbal communication can influence the credibility and interpretation of the message. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> determine the use and effect of eye contact, facial expression, gestures, and posture (for example: speeches by peers, guest speakers, talk shows, music videos, soap operas).

Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various auditory/visual sources.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Evaluation)	<p>9.L.2.1 Students are able to evaluate evidence in informational text. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> determine credibility, validity, and relevance of a message (for example: statistics, testimonies, anecdotes).
(Application)	<p>9.L.2.2 Students are able to use note-taking techniques to record, synthesize, and retrieve information. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> identify main ideas and transitions (for example: history lecture, guest speakers, political cartoons, famous speeches, news stories).

**Ninth Grade Listening and Viewing
Performance Descriptors**

Advanced	Ninth grade students performing at the advanced level: <ul style="list-style-type: none">• evaluate the effect of verbal cues on the message;• assess the influence of non-verbal communication on credibility and interpretation;• select note-taking techniques to record, synthesize, and retrieve information.
Proficient	Ninth grade students performing at the proficient level: <ul style="list-style-type: none">• determine the effect of verbal cues on the message;• determine the influence of non-verbal communication on credibility and interpretation;• use note-taking techniques to record, synthesize, and retrieve information.
Basic	Ninth grade students performing at the basic level: <ul style="list-style-type: none">• distinguish the verbal cues in a message;• recognize the influence of non-verbal communication on credibility and interpretation;• use note-taking techniques to record information.

**Ninth Grade Speaking
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>9.S.1.1 Students are able to choose logical patterns of organization to inform, persuade, or unite audiences. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • outline the main ideas of the body of a speech (for example: informative, persuasive); • recognize and identify development by spatial, chronological, topical, or cause/effect order (for example: famous speeches, news stories).
(Comprehension)	<p>9.S.1.2 Students are able to clarify and defend positions with precise and relevant evidence. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • find expert opinion, fact, and statistics to support arguments (for example: group discussion, persuasive speech).
(Analysis)	<p>9.S.1.3 Students are able to monitor audience for non-verbal feedback. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • recognize the emotional and cultural significance of specific facial expressions and body postures (for example: slouching, frowning, nodding, smiling).

Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>9.S.2.1 Students are able to analyze vocabulary and terminology appropriate for the audience. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • choose level of language and degree of formality for communication (for example: speaking before an elementary classroom, before peers); • use appropriate grammar, sentence structure, and syntax in various speaking situations (for example: public service speaking, sales).
(Understanding)	<p>9.S.2.2 Students are able to contribute effectively in group discussions to solve specific problems. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • solve a problem in a roundtable discussion (for example: listening, constructive comments).
(Application)	<p>9.S.2.3 Students are able to use visual aids and technology to support presentations. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • create a presentation using at least one multimedia aid (for example: PowerPoint, graph, chart, recording).

**Ninth Grade Speaking
Performance Descriptors**

Advanced	<p>Ninth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • employ logical patterns of organization to inform, persuade, or unite audiences; • evaluate and defend positions with precise and relevant evidence; • monitor audience and adjust the performance based upon non-verbal feedback cues; • analyze and select vocabulary and terminology appropriate for the audience; • contribute effectively in group discussions to solve specific problems; • develop visual aids and technology to support presentations.
Proficient	<p>Ninth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • choose logical patterns of organization to inform, persuade, or unite audiences; • clarify and defend positions with precise and relevant evidence; • monitor audience for non-verbal feedback cues; • analyze vocabulary and terminology appropriate for the audience; • contribute effectively in group discussions to solve specific problems; • use visual aids and technology to support presentations.
Basic	<p>Ninth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • identify logical patterns of organization to inform, persuade, or unite audiences; • clarify positions with evidence; • monitor audience for non-verbal feedback cues; • use vocabulary appropriate for the audience; • contribute effectively in group discussions to solve specific problems; • use visual aids to support presentations.

**Tenth Grade Writing
Grade Standards, Supporting Skills and Examples**

Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Synthesis)	<p>10.W.1.1 Students are able to develop and analyze literary, personal, and technical writings to inform, explain, analyze, persuade, and entertain. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • create and organize various original texts (for example: short stories, autobiography, letter to the editor, how-to essay, journal).
(Application)	<p>10.W.1.2 Students are able to write business correspondence acceptable for workplace or academic settings. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • demonstrate use of appropriate style and form for business and academic correspondence (for example: resume, letter, job application, college application).
(Application)	<p>10.W.1.3 Students are able to conform to appropriate formats in writing. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • recognize standard forms in written expression (for example: memorandums, poetry, reports, summaries).

Indicator 2: Students are able to use various strategies and techniques to improve writing quality.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>10.W.2.1 Students are able to demonstrate the use of literary elements and aesthetic qualities when revising and improving writing. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • use point of view, characterization, and irony (for example: write the same story from two different points of view, describe an unpleasant task as if it were thrilling).

**Tenth Grade Writing
Grade Standards, Supporting Skills and Examples**

Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Synthesis)	<p>10.W.3.1 Students are able to create works that use precise language and technical or professional vocabulary to communicate ideas clearly and concisely. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • distinguish between abstract and concrete diction; • create documents that appropriately use formal and informal style (for example: how-to manuals or essays, descriptive essays, brochures, résumés).

Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>10.W.4.1 Students are able to use accurate and detailed references to support key ideas and viewpoints. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • locate information and ideas from primary and secondary sources; • select and analyze information that supports or refutes a position.

**Tenth Grade Writing
Performance Descriptors**

Advanced	<p>Tenth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • categorize literary, personal, and technical writings to inform, explain, analyze, persuade, and entertain; • select appropriate formats and produce writing acceptable in the workplace and academic settings; • develop extended essays and creative works that use the elements of point of view, characterization, and irony for specific rhetorical and aesthetic purposes; • create, evaluate, and self-correct essays for use of precise language and technical vocabulary to communicate ideas clearly and concisely; • select accurate and detailed references to the text or other works which best support key ideas and viewpoints.
Proficient	<p>Tenth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • develop and analyze literary, personal, and technical writings to inform, explain, analyze, persuade, and entertain; • conform to appropriate formats in writing; • produce business correspondence acceptable in the workplace and academic settings; • demonstrate the use of elements such as point of view, characterization, and irony for specific rhetorical and aesthetic purposes; • create essays that use precise language and technical vocabulary to communicate ideas clearly and concisely; • use accurate and detailed references to the text or other works to support key ideas and viewpoints.
Basic	<p>Tenth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • develop literary, personal, and technical writings to inform, explain, persuade, and describe; • identify appropriate formats in writing; • produce writing acceptable in the workplace and academic settings; • illustrate the use of elements such as point of view and characterization; • identify language and technical vocabulary that communicates ideas clearly and concisely; • use references to the text to support key ideas and viewpoints.

**Tenth Grade Listening and Viewing
Grade Standards, Supporting Skills and Examples**

Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>10.L.1. Students are able to ask appropriate, focused, and subject-related questions to interpret the intent of the communication. To meet this standard students may:</p> <ul style="list-style-type: none"> • examine the adequacy of details offered in support of an argument (for example: peer speeches, lectures).
(Comprehension)	<p>10.L.1.2 Students are able to summarize what has been presented for clarification and understanding. To meet this standard students may:</p> <ul style="list-style-type: none"> • identify the main idea of a presentation (for example: political speech, content area lecture, song lyrics).

Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various oral/visual sources.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p>10.L.2.1 Students are able to analyze the effectiveness of arguments used by various speakers. To meet this standard students may:</p> <ul style="list-style-type: none"> • identify the types of arguments used by speakers (for example: causation, analogy, authority, emotion, logic); • describe and identify the use of language techniques (for example: labeling, ambiguity, vagueness, hedging, assigning arbitrary definitions, unsupported arguments).

**Tenth Grade Listening and Viewing
Performance Descriptors**

Advanced	<p>Tenth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • ask appropriate, focused, and insightful questions to interpret the intent of the communication; • generalize what has been presented for clarification and understanding; • evaluate the effectiveness of arguments used by various speakers.
Proficient	<p>Tenth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • ask appropriate, focused, and subject-related questions to interpret the intent of the communication; • summarize, restate, or paraphrase what has been presented for clarification and understanding; • analyze the effectiveness of arguments used by various speakers.
Basic	<p>Tenth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • ask subject-related questions to interpret the intent of the communication; • restate what has been presented for understanding.

**Tenth Grade Speaking
Grade Standards, Supporting Skills and Examples**

Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>10.S.1.1 Students are able to construct and deliver a variety of speeches. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> gather material, outline, and present a speech (for example: informative, persuasive).
(Application)	<p>10.S.1.2 Students are able to choose logical devices for introduction and conclusion. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> use various opening and ending techniques (for example: anecdotes, startling statement, statistics, questions).
(Application)	<p>10.S.1.3 Students are able to plan formal oral presentations using various supporting strategies. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> locate and select convincing evidence (for example: logical arguments, details, analogies, illustrations).

Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Evaluation)	<p>10.S.2.1 Students are able to determine the relationship among purpose, audience, and content of presentation. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> use technical terms and notations accurately in oral presentations (for example: scientific terms, citing sources); adjust content and delivery according to the situation (for example: impromptu, role play, court appearance, principal's office).
(Application)	<p>10.S.2.2 Students are able to use explicit verbal techniques for effective presentations. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> use variety in tone for emphasis and to create interest (for example: pitch, quality, volume, rate, inflections, enunciation).

**Tenth Grade Speaking
Performance Descriptors**

Advanced	<p>Tenth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • deliver and critique a variety of speeches; • evaluate logical devices for introduction and conclusion; • produce various supporting strategies when planning formal oral presentations; • predict the relationships among purpose, audience, and content of presentation; • select explicit verbal techniques for effective presentations.
Proficient	<p>Tenth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • deliver a variety of speeches; • recognize devices for introduction and conclusion; • use various supporting strategies when planning formal oral presentations; • determine the relationships among purpose, audience, and content of presentation; • use explicit verbal techniques for effective presentations.
Basic	<p>Tenth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • construct and deliver a variety of speeches; • choose logical devices for introduction and conclusion; • use supporting strategies when planning formal oral presentations; • determine the purpose, audience, and content of presentation; • use verbal techniques for presentations.

**Eleventh Grade Writing
Grade Standards, Supporting Skills and Examples**

Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p>11.W.1.1 Students are able to make appropriate choices regarding voice, vocabulary, organization, and level of detail based upon audience, purpose, and content. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • demonstrate a knowledge of analytical traits of writing (for example: purpose, audience, ideas and content, organization, word choice, voice, sentence fluency, conventions, presentation).
(Synthesis)	<p>11.W.1.2 Students are able to revise for ideas, paragraph structure, sentence structure, and word choice. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • critique prose for logic, clarity, support, and completeness; • identify weaknesses in sentence and paragraph structure; • identify ineffective word choice and suggest improvements.

Indicator 2: Students are able to use various strategies and techniques to improve writing quality.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p>11.W.2.1 Students are able to analyze the structure of various texts to revise and improve writing. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • model use of parallel structure for emphasis; • model various rhetorical patterns (for example: propaganda, straw man arguments); • write a short story following traditional narrative structure (for example: exposition, rising action, climax, falling action, resolution).

**Eleventh Grade Writing
Grade Standards, Supporting Skills and Examples**

Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>11.W.3.1 Students are able to use sentence structure correctly and appropriately for audience and purpose. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • analyze audience and purpose in writing (for example: process vs. argumentative essays, letter to employer vs. letter to the editor); • manipulate punctuation for emphasis and stylistic effect.

Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Synthesis)	<p>11.W.4.1 Students are able to organize and link related information from multiple sources. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • arrange information from a variety of sources to present a reasoned argument; • use transitions effectively; • write responses that analyze the use of imagery, universal theme, and unique perspectives or aspects.

**Eleventh Grade Writing
Performance Descriptors**

Advanced	<p>Eleventh grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • compose essays using voice, vocabulary, organization, and level of detail appropriate to audience, purpose, and context; • critique and revise writing for ideas, paragraph structure, sentence structure, and word choice; • analyze and model the structure or organizational patterns of various texts in their own writing; • determine whether clauses, phrases, and sentence structures have been used correctly and appropriately in their own writing; • compare and evaluate information from multiple sources; • write responses that analyze and critique the use of imagery, universal theme, and/or unique perspectives/aspects of text.
Proficient	<p>Eleventh grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • make choices regarding voice, vocabulary, organization, and level of detail appropriate to audience, purpose, and context; • revise for ideas, paragraph structure, sentence structure, and word choice; • analyze the structure or organizational patterns of various texts; • use clauses, phrases, and sentence structure correctly and appropriately; • organize and link related information from multiple sources.
Basic	<p>Eleventh grade students performing at the basic level:</p> <ul style="list-style-type: none"> • use voice, vocabulary, organization, and level of detail appropriate to audience, purpose, and context; • revise paragraphs for structure, ideas, sentence structure, and word choice; • produce texts that have a variety of structures and organizational patterns; • give examples of correctly written clauses, phrases, and sentence structure; • select related information from multiple sources.

**Eleventh Grade Listening and Viewing
Grade Standards, Supporting Skills and Examples**

Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p>11.L.1.1 Students are able to analyze the relationship of diction, tone, and syntax to purpose. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • identify the use of passive voice to conceal information and shift responsibility (for example: television ads, public service announcements, newscasts); • identify a speaker's diction as formal or informal; • determine the appropriateness of diction to the speaker's purpose (for example: plays, movies, news broadcasts, daily conversation).

Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various oral/visual sources.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	<p>11.L.2.1 Students are able to compare strategies used by the media to inform, persuade, entertain, and transmit culture. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • draw conclusions about the effect of stereotypes in various media (for example: advertisements, use of visual representations, special effects, language); • construct relevant questions for increased comprehension and retention (for example: car ads, guest speakers).
(Analysis)	<p>11.L.2.2 Students are able to distinguish between various forms of logical and critical thinking used in persuasion/debate. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • identify reasoning as inductive or deductive (for example: debates, public service broadcasts); • identify faulty reasoning (for example: reasoning from analogies, reasoning solely from anecdotal evidence).

**Eleventh Grade Listening and Viewing
Performance Descriptors**

Advanced	<p>Eleventh grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • analyze the relationship of diction, tone, and syntax to purpose and context; • judge strategies used by the media to inform, persuade, entertain, and transmit culture; • critique various forms of logical and critical thinking used in persuasion/debate.
Proficient	<p>Eleventh grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • analyze the relationship of diction, tone, and syntax to purpose; • compare strategies used by the media to inform, persuade, entertain, and transmit culture; • distinguish between various forms of logical and critical thinking used in persuasion/debate.
Basic	<p>Eleventh grade students performing at the basic level:</p> <ul style="list-style-type: none"> • recognize tone and purpose; • recognize strategies used by the media to inform, persuade, entertain, and transmit culture; • identify logical and illogical thinking used in persuasion/debate.

**Eleventh Grade Speaking
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>11.S.1.1 Students are able to use specific rhetorical devices to support assertions. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> select from a variety of logical and emotional rhetorical techniques (for example: appeal to logic through reasoning, appeal to emotional or ethical belief, case study, personal anecdote).
(Analysis)	<p>11.S.1.2 Students are able to seek feedback on clarity and coherence of presentation or speech. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> provide and accept constructive criticism (for example: peer evaluation, videotaping).

Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p>11.S.2.1 Students are able to analyze the occasion to determine appropriate speech topic, format, and style. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> write a speech to honor, inspire, or entertain (for example: eulogy, commencement address, occasion speeches).
(Analysis)	<p>11.S.2.2 Students are able to compare and contrast characteristics of interpersonal, small group, and public communication. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> prepare information on the same topic for different audiences (for example: an assembly, a family gathering, a friend).
(Evaluation)	<p>11.S.2.3 Students are able to determine when to use various resources to create effective presentations. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> prepare and use visual aids and technology to support presentations (for example: music, sound effects, color, graphics, text).

**Eleventh Grade Speaking
Performance Descriptors**

Advanced	<p>Eleventh grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • develop specific rhetorical devices to support assertions; • seek and implement feedback on clarity and coherence of presentation or speech; • generate appropriate speech topic, format, and style after analyzing the occasion; • evaluate characteristics of interpersonal, small group, and public communication; • critique and determine when to use various resources to create effective presentations.
Proficient	<p>Eleventh grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • use specific rhetorical devices to support assertions; • seek feedback on clarity and coherence of presentation or speech; • analyze the occasion to determine appropriate speech topic, format, and style; • compare and contrast characteristics of interpersonal, small group, and public communication; • determine when to use various resources to create effective presentations.
Basic	<p>Eleventh grade students performing at the basic level:</p> <ul style="list-style-type: none"> • identify specific rhetorical devices to support assertions; • seek feedback on presentation of speech; • analyze the occasion to determine appropriate speech topic; • identify characteristics of interpersonal, small group, and public communication; • use resources to deliver presentations.

**Twelfth Grade Writing
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Synthesis)	<p>12.W.1.1 Students are able to create an appropriate document for a specific purpose. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • design and produce a project (for example: PowerPoint, brochure, web page, business letter, résumé, portfolio).

Indicator 2: Students are able to use various strategies and techniques to improve writing quality.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>12.W.2.1 Students are able to improve writing through revision. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • demonstrate sentence-combining techniques; • develop the logic of organization and controlling idea; • substitute concrete words for vague words.

Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>12.W.3.1 Students are able to use appropriate manuscript requirements. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • create an informational paper (for example: title page, works cited page, in-text citation, direct quotes, paraphrasing); • use correctly the elements of MLA or APA styles.

Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
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(Analysis)	<p>12.W.4.1 Students are able to analyze information from multiple sources for different perspectives. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • paraphrase and correctly document information from a variety of primary and secondary sources; • employ note-taking skills and techniques of organization to develop a research paper.
<p>Twelfth Grade Writing Performance Descriptors</p>	
<p>Advanced</p>	<p>Twelfth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • create and critique papers using MLA or APA standardized style manuals; • revise and evaluate writing to improve logic of organization and controlling idea, level of detail, style, word choice, and sentence variety; • determine whether appropriate manuscript requirements have been met; • synthesize information from multiple sources; • analyze the different perspectives offered by each medium.
<p>Proficient</p>	<p>Twelfth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • create correctly documented papers using MLA or APA standardized style manuals; • revise writing to improve logic of organization and controlling idea, level of detail, style, word choice, and sentence variety; • use appropriate manuscript requirements; • analyze information from multiple sources for different perspectives.
<p>Basic</p>	<p>Twelfth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • use MLA or APA standardized style manuals; • revise writing to improve logic of organization, word choice, and sentence variety; • imitate appropriate manuscript requirements; • use, summarize, and paraphrase information from multiple sources.

**Twelfth Grade Listening and Viewing
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	<p>12.L.1.1 Students are able to compare the use of rhetorical structure and diction to the purpose and context of the communication. To meet this standard students may:</p> <ul style="list-style-type: none"> • analyze the use of parallelism and repetition for emphasis or emotional appeal (for example: Presidential addresses, sermons, campaign speeches); • analyze the impact of figurative language and imagery on the message (for example: advertisements, lyrics).

Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various oral/visual sources.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p>12.L.2.1 Students are able to analyze the impact of the media on a society's belief systems and values. To meet this standard students may:</p> <ul style="list-style-type: none"> • critique television/radio broadcasts and music for bias and stereotyping (for example: news coverage, sitcoms, commercials, talk shows, media influence on elections); • recognize that messages are altered by various techniques used to create aesthetic effects (for example: manipulation by visual imagery, special effects, and vivid language; political messages).

**Twelfth Grade Listening and Viewing
Performance Descriptors**

Advanced	Twelfth grade students performing at the advanced level: <ul style="list-style-type: none">• determine how rhetorical structure and diction reflect the purpose and context of the communication;• evaluate the impact of the media on a society’s belief systems and values.
Proficient	Twelfth grade students performing at the proficient level: <ul style="list-style-type: none">• compare the use of rhetorical structure and diction to the purpose and context of the communication;• analyze the impact of the media on a society’s belief systems and values.
Basic	Twelfth grade students performing at the basic level: <ul style="list-style-type: none">• identify the use of rhetorical structure;• recognize that the media have an impact on a society’s belief systems and values.

**Twelfth Grade Speaking
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>12.S.1.1 Students are able to participate in dramatic readings of literary selections. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • use verbal and non-verbal expression for effect (for example: excerpts from plays, poems, children's books, in-class oral reading).
(Evaluation)	<p>12.S.1.2 Students are able to reassess choices and strategies used in oral communication based upon feedback. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • evaluate constructive criticism and employ valid suggestions (for example: peer evaluation, videotaping, teacher review).

Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	<p>12.S.2.1 Students are able to recognize the influence demographics can have on the response of an audience. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • prepare information for different audiences (for example: ad campaign for different ethnicity, ages, genders, and locations, such as rural and urban).
(Application)	<p>12.S.2.2 Students are able to use effective strategies in interpersonal communication settings. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • participate in social and workplace discussions (for example: nodding, encouraging, responding).
(Synthesis)	<p>12.S.2.3 Students are able to deliver multimedia presentations that combine text, images, and sound. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • use a combination of resources to create effective presentations (for example: music, sound effects, color, graphics, text, video, CD Rom, internet, computer-generated images).

**Twelfth Grade Speaking
Performance Descriptors**

Advanced	<p>Twelfth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • prepare and participate in dramatic readings of literary selections; • recognize influences demographics have upon the response of an audience and adapt presentation accordingly; • combine effective strategies in interpersonal communication settings; • deliver and critique multimedia presentations that combine text, images, and sound.
Proficient	<p>Twelfth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • participate in dramatic readings of literary selections; • recognize the influence demographics can have on the response of an audience; • use effective strategies in interpersonal communication settings; • deliver multimedia presentations that combine text, images, and sound.
Basic	<p>Twelfth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • listen to dramatic readings of literary selections; • recognize the influence physical surroundings can have on the response of an audience; • recognize strategies in interpersonal communication settings; • deliver presentations that combine text with images or sound.

**Writing Standards
9-12**

Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
9.W.1.1 (Analysis) Analyze speaker, audience, and purpose when planning, writing, and revising various essays.	10.W.1.1 (Synthesis) Develop and analyze literary, personal, and technical writings to inform, explain, analyze, persuade, and entertain.	11.W.1.1 (Analysis) Make appropriate choices regarding voice, vocabulary, organization, and level of detail based upon audience, purpose, and context.	12.W.1.1 (Synthesis) Create an appropriate document for a specific purpose.
	10.W.1.2 (Application) Write business correspondence acceptable for workplace or academic settings.	11.W.1.2 (Synthesis) Revise for ideas, paragraph structure, sentence structure, and word choice.	
	10.W.1.3 (Application) Conform to appropriate formats in writing.		

Indicator 2: Students are able to use various strategies and techniques to improve writing quality.

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
9.W.2.1 (Application) Use language and visuals to enhance characterization, plot development, and reader response.	10.W.2.1 (Application) Demonstrate the use of literary elements and aesthetic qualities when revising and improving writing.	11.W.2.1 (Analysis) Analyze the structure of various texts to revise and improve writing.	12.W.2.1 (Application) Improve writing through revision.

**Writing Standards
9-12**

Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
9.W.3.1 (Application) Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.	10.W.3.1 (Synthesis) Create works that use precise language and technical or professional vocabulary to communicate ideas clearly and concisely.	11.W.3.1 (Application): Use sentence structure correctly and appropriately for audience and purpose.	12.W.3.1 (Application) Use appropriate manuscript requirements.

Indicator 4: Students are able to write across content areas to clarify and enhance understanding and information.

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
9.W.4.1 (Application) Present information and ideas from primary and secondary sources accurately and clearly.	10.W.4.1 (Application) Use accurate and detailed references to support key ideas and viewpoints.	11.W.4.1 (Synthesis) Organize and link related information from multiple sources.	12.W.4.1 (Analysis) Analyze information from multiple sources for different perspectives.

**Listening and Viewing Standards
9-12**

Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
9.L.1.1 (Analysis) Determine the effect of verbal cues on the message.	10.L.1.1 (Application) Ask appropriate, focused, and subject-related questions to interpret the intent of the communication.	11.L.1.1 (Analyze) Analyze the relationship of diction, tone and syntax to purpose.	12.L.1.1 (Comprehension) Compare the use of rhetorical structure and diction to the purpose and context of the communication.
9.L.1.2 (Analysis) Analyze how non-verbal communication can influence the credibility and interpretation of the message.	10.L.1.2 (Comprehension) Summarize what has been presented for clarification and understanding.		

Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various oral/visual sources.

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
9.L.2.1 (Evaluation) Evaluate evidence in informational text.	10.L.2.1 (Analyze) Analyze the effectiveness of arguments used by various speakers.	11.L.2.1 (Comprehension) Compare strategies used by the media to inform, persuade, entertain, and transmit culture.	12.L.2.1 (Analysis) Analyze the impact of the media on a society's belief systems and values.
9.L.2.2 (Application) Use note-taking techniques to record, synthesize, and retrieve information.		11.L.2.2 (Analysis) Distinguish between various forms of logical and critical thinking used in persuasion/debate.	

**Speaking Standards
9-12**

Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
9.S.1.1 (Application) Choose logical patterns of organization to inform, persuade, or unite audiences.	10.S.1.1 (Application) Construct and deliver a variety of speeches.	11.S.1.1 (Application) Use specific rhetorical devices to support assertions.	12.S.1.1 (Application) Participate in dramatic readings of literary selections.
9.S.1.2 (Understanding) Clarify and defend positions with precise and relevant evidence.	10.S.1.2 (Application) Choose logical devices for introduction and conclusion.	11.S.1.2 (Synthesis) Seek feedback on clarity and coherence of presentation or speech.	12.S.1.2 (Evaluation) Reassess choices and strategies used in oral communication based upon feedback.
9.S.1.3 (Analyze) Monitor audience for non-verbal feedback.	10.S.1.3 (Application) Plan formal oral presentations using various supporting strategies.		

Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
9.S.2.1 (Application) Analyze vocabulary and terminology appropriate for audience.	10.S.2.1 (Evaluation) Determine the relationship among purpose, audience, and content of presentation.	11.S.2.1 (Analyze) Analyze the occasion to determine appropriate speech topic, format, and style.	12.S.2.1 (Knowledge) Recognize the influence demographics can have on the response of an audience.
9.S.2.2 (Understanding) Contribute effectively in group discussions to solve specific problems.	10.S.2.2 (Application) Use explicit verbal techniques for effective presentations.	11.S.2.2 (Analyze) Compare and contrast characteristics of interpersonal, small group, and public communication.	12.S.2.2 (Application) Use effective strategies in interpersonal communication settings.
9.S.2.3 (Application) Use visual aids and technology to support presentations.		11.S.2.3 (Evaluation) Determine when to use various resources to create effective presentations.	12.S.2.3 (Synthesis) Deliver multimedia presentations that combine text, images, and sound.

